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ABSTRACT

This bibliography cites recent periodical literature concerning alternatives in education and inservice teacher education. It is divided into two sections--an annotated bibliography and a cited bibliography. Over 500 titles are indexed under 38 subheadings. (MM)

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ALTERNATIVES

An Annotated Bibliography of Selected Topics Related to Alternative and In-Service Education (1973-76).

MPS/UM Teacher Corps, Cycle 10

SP010 602

PREFACE

This incomplete bibliography is an attempt to compile the recent periodical literature concerning alternatives in education. This first step in the Analysis and Documentation of Teacher Corps Inservice Education was coordinated by Dr. Kenneth Howey under the direction of Dr. Randall E. Johnson, Director, Minneapolis Public Schools/University of Minnesota Teacher Corps, Cycle 10. Hopefully, this effort will allow the reader to identify the available literature prior to engaging in an indepth search.

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ALTERNATIVES

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PART I

Annotated Bibliography

Allen, Dwight W., "A Baker's Dozen Educational Alternatives." Phi Delta Kappan, 57 (Sept. 1975), 33-36.

Allen, former dean of the University of Massachusetts School of Education, offers thirteen alternatives ranging from reserving one day a week for students to participate in some type of community service, to developing an opportunity for degree credits to be earned by professional faculty and administrators who work together in planning and implementing changes in their school's inservice program.

Allen encourages each school district to develop its own types of alternatives, with the cooperation of students, parents, teachers and administrators. Alternatives can be easily implemented, he says, if they do not require additional money; if participation is voluntary; and if they "span the whole range of learning styles, teaching styles, and structures."

Allen, Dwight W., "Alternative Schools and the Crisis of Education in Developed Countries." Prospects, 5 (no. 2, 1975), 187-92.

Writing in the UNESCO quarterly review of education, Allen describes the alternative school movement in the United States. Education has lost its potential for change, and its decision-makers are ineffective. Alternative schools can be an opportunity for educational decision-makers "to analyse on a comparative basis the effectiveness of a variety of educational programmes." Based on the principles of voluntary participation, and financial support from the school district, alternatives allow self-determination and freedom of choice. Most importantly, Allen suggests, alternative schools "provide society with an opportunity to explore new ways of transmitting . . . attitudes and values which will maximize human survival." The introduction to the article points out that alternative schools have implications for the educational systems of developing countries which look to other systems for models.

Broudy, Harry S., "Educational Alternatives -- Why Not? Why Not." Phi Delta Kappan, 54 (March 1973), 438-40.

Broudy, professor of educational philosophy at the University of Illinois, raises some important questions about alternatives in education: Do alternatives promote freedom, creativity and better choices? Do they provide for differences? Can we distinguish between good and bad alternatives? He stresses the importance of achieving occupational, civic and personal adequacy and feels that alternatives are good if they allow students freedom to develop these adequacies and meet the demands of the culture. Alternatives provide better choices only when decisions are made by taking the relative merits of alternatives into account. Broudy believes that schools presently provide for individual differences, that not all types of individual differences require differentiated approaches to education, and that creative diversity can exist inside (and outside) of the public school only when the role of the school in society is clarified and accepted by all the members of society.

Johnson, Lary, "Parents' Preferences for Educational Alternatives." The Elementary School Journal, 76 (Dec. 1975), 161-9.

Lary Johnson discusses the results of a survey given to parents of elementary school children in "an administratively decentralized area in the Minneapolis public school system." The 26-question survey was designed by a committee of parents and teachers to discover parents' preferences for educational alternatives. Each item on the survey involved one dimension of alternative programs (competition; student/parent participation in curriculum development; evaluation) and the three or four response choices for each question "represented a continuum of possibilities." A sample of the survey and the percentages of responses are included in the article, as well as Johnson's conclusions about parent preferences, and suggestions for application of the survey results in staff development and in planning schools.

Johnston, David L. and Parker, Jackson V., "Walden III: an Alternative High School Survives Evaluation Quite Nicely, Thank You." Phi Delta Kappan, 56 (May 1975), 624-8.

The authors,co-directors of Walden III, an alternative high school in Racine, Wisconsin, believe that the results of standard evaluation tests given to a group of Walden III students during the 1972-73 school year disprove the common assumption that alternative schools sacrifice academic achievement in favor of affective skills. Using standard tests that were processed by the school district's research and development staff, academic achievement, learning ability and attitude-affective outcomes were found to be comparable or superior to the results from other high schools in the district. The authors provide their explanations for these results, as well as a background of Walden III -- its development, objectives and student composition. They also stress the importance of collaboration between administrators and the developers of an alternative program in the determining of appropriate types of evaluation for that alternative.

Lee, William Bradley, "Fresh Perspectives from Western Europe." Phi Delta Kappan, 57 (January 1976), 306-9.

This article discusses some current "happenings" in European education which the author feels are relatively unknown in this country and about which he has firsthand knowledge. The Schullandheim (literally, "school-country-home") is an outdoor education program to which all German school children are exposed at least once. The program involves an interdisciplinary approach with emphasis on traditional school skills as well as social learning. The French School of Happiness is an attempt to counteract the austerity of the typical French elementary school with a flexible facility designed to appeal to children. In both Denmark and the Netherlands parents are allowed to establish the kind of schools they want for their children and have them financed by the state. "European Hours" represents an attempt to create citizens of a united Europe who retain national identity. The "Tandem Concept" is a way to approach the troubled child by coordinating the many agencies that deal with him. The Frunet movement deals with the possibility of teacher/student developed materials. All of these are fresh, interesting ideas which provide some insights for American education.

Miller, Susan, and Jenness Keene, "Alternative Schools: Ten Reasons Why They Aren't for Everyone." Nation's Schools, 91 (June 1973), 39-41.

An evaluation study of the advantages and disadvantages of alternative programs at three Palo Alto high schools identified ten weaknesses of alternatives, but determined that the advantages "far outweigh" the disadvantages. Some of these weaknesses are: difficulty in evaluating student progress; competition with regular schools for funding; many teachers and students lack skills for functioning in alternative programs; and alternatives have not been proven as the answer to many long-standing educational problems.

Shaw, Jane S., "The New Conservative Alternative." Nation's Schools and Colleges, 2 (Feb. 1975), 31-4, 39.

John Marshall Fundamental School in Pasadena, California, is an alternative school with emphasis on traditional subjects, discipline, competition and achievement. Enrollment is voluntary; the curriculum is based on "the essentials (phonics, grammar, arithmetic and social studies) and is backed up by strict discipline (paddling, detention, dress code and moral standards). Results of test scores compared favorably with district median scores. The history of the school's development is discussed, along with the composition of the student body and the community. Examples are given of other strictly traditional schools (in North Carolina, Colorado and California) and school districts which offer programs with elements of the fundamental approach (in Seattle, Minneapolis and Chicago).

Wasserman, Elsa R., "Implementing Kohlberg's "Just Community Concept" in an Alternative High School." Social Education, 40 (April 1976), 203-7.

Wasserman, school counselor in Cambridge, Massachusetts, describes the development of an alternative program within Cambridge High School, based on Lawrence Kohlberg's research on participatory democracy. In settings such as small group meetings, advisory groups, a democracy class, discipline committees, and community meetings, the program tries to "stimulate moral growth" through moral conflict and reasoning, role-taking, consideration of fairness and morality, and active participation in group decision-making. Wasserman provides an example of participatory democracy at work in a debate over admission practices involving the entire "community" of students and staff within the program.

Burton, Grace M., "Consciousness-Raising for Young Consumers." Children Today, 4 (Nov. - Dec. 1975), 18-22.

Burton, of Weber College, Ogden, Utah, stresses the need for developing attitudes toward the role of consumers at an early age. Methods and activities are suggested for developing knowledge about and skills in, comparison shopping, unit-pricing, judging quality, measurements, consumer agencies, misleading advertizing, and making informed choices. Consumer consciousness should be highly valued by the individual and by society.

Ginsburg, G., "Partnership in Program for the Gifted; Parent/Community Resources." NASSP Bulletin, 60 (March 1976), 38-42.

This article discusses a New Jersey program called Saturday Workshops which is sponsored by the Gifted Child Society, a parent organization. They do not duplicate any existing curriculum of the schools. They bring kids with like talents and needs together. Teacher goals include development of higher levels of thinking, increased awareness of a broader world, and leadership development. Student government is very active in this program. Finances involve membership and tuition but are no problem. Scholarships are available. Teaching staff selection is viewed as critical and may draw upon the community.

Parent discussion groups are held concurrent with class time and center around common interests as parents of gifted. Their ultimate goal is to turn these workshops over to the public schools when they can handle it. They are actively involved in informing the community, school boards and legislature of their activities and the needs of the gifted in the schools.

James, Tom, "Putting the Public Back in Public Education." Compact, 9 (October 1975), 11-13.

James, associate director of the Education Commission of the States, discusses the question, "Who should control the schools?" He describes various attempts to reform education by citizen groups: a taxpayer revolt in Maine; community advisory councils in South Carolina; community participation in teachers' salary bargaining in Chicago; and a nation-wide "Parent Network" called the National Committee for Citizens in Education. James considers the impact of these citizen groups upon the traditional role of the PTA. He also writes about the 1973 Florida state law which requires local parent advisory committees for each public school to be planned and implemented by the school board, and suggests some possible future directions of citizen participation in education.

McWilliams, E.M., "Programs for the Suburban Gifted." NASSP Bulletin, 60 (March 1976), 53-59.

Article was written with high school in mind. Changing trends in the make up of the suburbs such as the movement of many industries and research facilities to these areas provide rich potential for the gifted as well as community colleges which are locating in the suburbs. Community resources were used in programs such as the following:

1. Science seminars such as Marine Biology, Lasers and Their Applications, Nuclear Physics, and Pigment Dispersion.

2. Humanities Program based on human awareness; field trip oriented.

Special courses using real strengths and interests of teachers; example, archeology taught by a teacher with background of study and expeditions. Key point in program; use available resources.

Menacker, J., "Toward a Theory of Activist Guidance." Personnal and Guidance Journal, 54 (Feb. 1976), 318-21.

Menacker contends that there is a fundamental conflict between general guidance theory and activist guidance theory. General theory places the counselor in what is a reflective, verbal role, in which client activity is the key to beneficial change. Activist guidance practice has the opposite emphasis. It is the counselor who is active, who is doing, who is actively engaged with and even without the client in eliminating obstacles and developing new, more favorable opportunities and conditions. The client is also encouraged to be active, but the counselor's activities on behalf of the client are as important as the stimulus the counselor provides for client-initiated activities.

Beilby, Albert E., "Instructional Development in the Public Schools - Whose Job?" Educational Technology, 14 (Jan. 1975), 11-16.

Beilby, of Syracuse University, feels that teachers could be more effective and less expensive than educational technologists in the process of instructional development (a systems-approach for individualized learning, utilization of resources and evaluation of learning processes). Classroom teachers could acquire instructional development skills by working with an educational technologist to improve present courses; through inservice training in Instructional Development Institutes; and as part of the preservice curriculum.

Brown, Frank, "Three Slants on Parents and Curriculum." Integrated Education, 13 (Sept. - Oct. 1975), 30-33.

In order to determine the acceptability to blacks of improving curricula and parent involvement in education as alternatives to racial integration, a survey was given to students, parents and teachers in a "large northern urban school district." Based on the results of the survey, Brown, of the University of New York at Buffalo, suggests that school boards should set up programs for black students and parents to show the importance of parental involvement. He also questions the teacher's role in influencing the attitudes of black students and parents.

Dupuis, Victor L., "Shake Up the Curriculum; Mini-Course Preparation." NASSP Bulletin, 59 (Sept. 1975), 83-7.

The author indicates at least four major reasons why schools should adapt Mini-Courses to their curriculum: 1) relevance to curriculum, 2) flexibility in programming, 3) increased use of teacher expertise and 4) provisions for individual differences. Dupuis argues that any change in curriculum needs purpose, direction, and statements of internal outcomes. Mini-Courses necessitate the re-examination of a school's philosophy. The article goes on to indicate avenues of Mini-Course development: objectives, outlines, materials and methods of evaluation.

Folta, B., "Seven Ways to Involve Students in Curriculum Planning." English Journal, 63 (April 1974), 42-5.

Folta deals with the primary question: "Why involve students in planning curriculum?" The article identifies seven ways to involve students in curriculum planning giving a brief description of each. Students would be involved as: 1) motivators for curriculum change, 2) respondents to opinions, 3) evaluators of strains of courses, 4) evaluators of specific courses, 5) course designers, 6) team writers of course descriptions, and 7) reviewers of texts and materials. The author concludes by indicating that if we are to develop meaningful curriculum, students and teachers must feel that they are setting boundaries in which learning will take place.

Guenther, John and Robert Ridgeway, "Mini-Courses: One Way to Provide More Humanistic School Programs." NASSP Bulletin, 60 (April 1976), 12-15.

"Mini-courses may be one of those innovations that have big potential for helping schools meet their goals of humanistic programs yet are too simple to be noticed by educators." The authors cite responses from principals who indicate that mini-courses do the following: provide more options and flexibility, provide better use of staff, facilitate individualized instruction, revitalize student interest in language arts and social studies, add depth and breadth to the curriculum, aid the failing student and lessen pupil-teacher conflicts.

Milburn, Dennis, "Change: The Teacher and the Curriculum." Education Canada, 13 (June 1973), 14-18.

Milburn feels that little real change can take place unless the teachers implementing it are personally involved. Change causes teachers to re-examine philosophy and teaching strategies. For change to be successful, teachers must have sufficient time for change, and must understand the why's of the change. Milburn discusses the above points in terms of terminology, teacher role, and curriculum.

Milne, B.G., "Programs for the Gifted in Rural Areas; What is the Best Approach?" NASSP Bulletin, 60 (March 1976), 60-66.

"Administrators of schools in rural areas may only have a few gifted students and a lack of specialists on their staffs, but they should use their small size to advantage by programming for individuals." Milne contends that the most educationally deprived youth in American schools are gifted students in the rural community. This problem results from: 1) programs of study which are the same for all students regardless of ability; 2) poor ability identification system; and 3) lack of provisions for special programs. The author goes on to identify what opportunities and possible programs are available for schools in the rural areas.

Nasstrom, R. R., "Teacher Authority Over the Curriculum?" Educational Leadership, 31 (May 1974), 713-15.

Nasstrom contends that the heart of professionalism is the right of members of an occupation, both individually and through their organizations, to have substantial control over the work in which they have received special training. The voices of teachers, in curriculum matters, has been muffled by activities of groups outside the areas of public schools.

The author discusses the problems involved in the sharing of authority and presents an alternative position viewing teachers in the role of curriculum consultants.

Proctor, John H., and Kathryn Smith, "IGE and Open Education: Are They Compatible?" Phi Delta Kappan, 55 (April 1974), 564-6.

Oliver Ellsworth Elementary School (Windsor, Connecticut), an open area, non-graded program implemented in 1972, is described by Proctor, supervising principal, and Smith, teacher and unit coordinator. The school is organized into four multi-age units, each having a unit coordinator and its own team of teachers. In developing a curriculum, the belief in "active learning in a responsive environment" led to the adoption of an Individually Guided Education program which has proven to be very compatible with an open classroom system. Significant characteristics of IGE and open education are listed and discussed. An organization chart of the school is also included.

Roth, R., and others, "Individualizing Curriculum for Gifted Students." NASSP Bulletin, 60 (April 1976), 115-7.

This report discusses a one year Junior High School social studies/science program that seeks to develop a humanistic approach to science. The main objective of the program is to improve each students' skills of intellect as defined by Guilford's Structure of the Intellect Theory, and to give each student the chance to develop and display any of these abilities and strengthen gifted areas at his command.

Roth, etc., analyze each students' capabilities according to the Guilford Theory and diagnose intellectual strengths and weaknesses. Students then select the assignments they wish - each activity is designed to exercize a specific intellectual ability and is labeled according to the ability required. A student then can capitalize on his strengths.

Salmon, Daniel A., "A Proposal for the Universal High School." Clearing House, 48 (March 1974), 387-93.

Salmon, principal of Hillcrest High School in Jamaica, New York, proposes a universal high school to meet the needs of both college- and vocational-oriented students. He believes that schools offering flexible courses, career and college guidance services, and school and community experiences best serve both types of students. Salmon details the problems of implementing the universal high school, and the course of study, diploma requirements, personnel services and program designs that he feels are appropriate and necessary. He discusses the characteristics of Hillcrest High School which qualify it as a universal high school meeting the needs of a variety of students.

Wootton, Lutian R., and others, "Curriculum Content and Experiences: A Comparative Survey." Educational Leadership, 31 (February 1974), 431-434.

Wootton, John Reynolds and Jerrell Lopp compare the results of a 1973 national survey of teacher education institutions with the results of similar surveys taken in 1965 and 1969. Data from the 1973 survey show a significant increase in curriculum offerings; greater attention to aspects of curriculum (theory, trends, etc.); and increase in off-campus courses, workshops and inservice training; membership by a greater variety of educators; the use of media and techniques in addition to textbooks; and that lecture-demonstrations and seminars are the most common approach to teaching in the teacher education institutions. The authors also discuss changes which were projected by the institutions involved in the survey, and provide a list of fifteen emerging trends influencing curriculum.

Abramowitz, Mildred W., "How To Start an Alternative School and Where To Go From There." Educational Leadership, 32 (Nov. 1974), 106-10.

The biography of a school-within-a-school program ("Camelot") at Niles Junior High School, Bronx, New York, written by its principal. The program's goals were better school attendance and building excitement about school, and it was successful in exceeding these goals, to the satisfaction of students, teachers, parents, the principal and the superintendent. Abramowitz, now a professor in teacher education at Brooklyn College, New York, provides six requirements for alternatives, drawn from her own experience.

Ballantine, Harden, "Free Schools - Threatened by Success?" Educational Leadership, 32 (Nov. 1974), 95-8.

According to Ballantine, assistant professor of Education at Wright State University at Dayton, Ohio, the threat to "independent alternative free schools" is the development of alternative public schools. Independent free schools have been successful because they are unrestricted by the structure of educational professionals, administrators and bureaucrats to which alternative public schools must be accountable. Although he feels that alternatives in public schools are worthwhile, he stresses the significant role of the independent free school and insists that its "radical thrust" be allowed to continue.

Crowl, Thomas K., "Examination and Evaluation of the Conceptual Basis for the Open Classroom." Education, 96 (Fall 1975), 54-6.

Crowl, of Richmond College at the City University of New York, is skeptical of the open classroom movement, citing the lack of cohesiveness in defining the concept as an indication of its inevitable abandonment. He does not condone the practices and programs that the movement is rejecting, but feels that the "reactive innovation" involved in the process of rejection will occur again as the conflict of definitions becomes more unacceptable. Crowl acknowledges that certain useful concepts are present in the definitions of open education, and offers some guidelines for the development of "appropriate levels of conceptualization," which he feels will produce useful and useable concepts in education.

Dunn, Rita, and Kenneth Dunn, "Learning Style as a Criterion for Placement in Alternative Programs." Phi Delta Kappan, 56 (Dec. 1974), 275-278.

Rita Dunn, associate professor at St. John's University, New York, and Kenneth Dunn, superintendent of schools at Chapaqua, New York, suggest that students be grouped for instruction by matching their learning styles with the skills for learning required by various alternative programs. Learning styles are influenced by the physical environment, emotional framework, sociological setting and the individual's physical being and needs; the authors discuss each of these factors as they relate to alternative and traditional programs. Included in the article are four charts indicating the philosophies of open, traditional, alternative and individualized classrooms, the skills required of the student and the learning style characteristics necessary to fulfill these requirements.

Engel, Martin, "What Schooling Could Be Like: Analogies for Learning." Elementary School Journal, 75 (October 1974), 16-27.

Engel, of the National Institute of Education, uses various analogies to describe some alternatives for public schools. The idea that school buildings could be more flexible and expendable is suggested by the analogy of the mobile home; the "nonresponsive and dysfunctional" system of teacher education could be modeled after the teaching hospital complex offering on-the-job training; teaching styles could become more like that in a well-run art classroom which allows "the integration of process and product;" and, to quote John Holt, "Schools should be like a public library, movie theatre or art gallery - simply there for the purposes that people want to use them."

Fantini, Mario D., "Alternative Educational Programs: Promise or Problems?" Educational Leadership, 32 (Nov. 1974), 83-7.

Fantini describes briefly the variety of connotations of the phrase "alternative school movement." He maintains that middle class parents, teachers and students must accept the idea of alternatives in education if the movement is to bring about reforms. He calls for leadership by professional educators to advance the options in public education which will best promote "the noblest values of human growth," and lists seven ground rules for the planning of educational alternatives.

Fantini, Mario D., "Alternatives in the Public School." Today's Education, 63 (September-October 1974), 63-6.

Fantini, Professor of Education at State University College, New Paltz, New York, presents his plan for community development of alternatives, which he calls Public Schools of Choice. He outlines six ground rules that he feels are essential for students, teachers, parents and administrators who are working together to develop options to meet the needs of a variety of teaching and learning styles. He discusses his continuum of alternatives (free, free-open, open, open-modified, modified-standard, standard), and illustrates each type with conceptual and operational models. Fantini also provides a framework of seven alternative styles that differ in classroom environment, teacher role, grading system, community involvement and curriculum emphasis.

Fox, G. Thomas, Jr., "Classroom Management Makes Instructional Alternatives Available." Educational Leadership, 32 (Nov. 1974), 99-101.

Fox, of the University of Wisconsin-Madison, gives some ideas about using classroom management procedures in developing instructional options within specific classroom settings. These procedures include determining the decision-makers; implementing a system of record-keeping, both of the resources and the accessibility and users of the resources; making planning sessions a part of the program itself; developing a relationship between evaluations and teacher activity; and, most importantly, creating an atmosphere that allows for spontaneity and the possibility of the unexpected.

Furst, Lyndon G., "The Educational Fifth Column: An Expanded Role for Teachers." Phi Delta Kappan, 57 (Sept. 1975), 8-11.

Calling for a new role for education in our society, Furst, of Andrews University, Berrien Springs, Michigan, feels that schools presently are not meeting the needs of students, and are isolating them from the "real world" of parents and work. He suggests that education be required from ages 8-14, with opportunities for lifelong education to be readily available in the schools, in industry and in society, itself. He believes that fewer years of formal schooling will cause a shortage of teachers, not a surplus, as they assume new roles in society, business and industry that are compatible with their roles as teachers.

Hutchins, Robert C., "School Options in Philadelphia: Their Present and Future." Educational Leadership, 32 (Nov. 1974), 88-91.

Hutchins, director of the Parkway alternative program in Philadelphia, describes the beginnings of the alternative movement and the establishment of the Philadelphia Office of Alternatives. Since 1972, the office has created 80 secondary and elementary alternative programs patterned after various models. Hutchins provides a list of eight characteristics of alternative programs, and seven goals of alternative education. He feels that Philadelphia's system of alternatives is valuable as a testing ground for new programs; as a means for determining the best learning or teaching style for each student or teacher; and as an example to other school districts considering new educational programs.

Jones, Rolland W., "We Move Toward Options in Schooling." Educational Leadership, 32 (Nov. 1974), 92-4.

Jones, superintendent of the Charlotte-Mecklenburg schools in North Carolina, sees alternative schools not as a reform movement but as "a natural evolution toward more mature and responsible educational programs." He outlines the development of two optional schools currently operating in his district, an open elementary school and a "street academy" for junior high school students, and points out some of the reasons for their success.

Pink, William, "The Public School in the Seventies: An Alternative Strategy." Education, 95 (Spring 1975), 251-257.

Pink, of the University of Nebraska-Omaha, is concerned about the "failure status" that is inherent to the competitive basis of organization common to most of our schools. He believes that current alternatives are superficial, and that meaningful change must direct itself toward meaningful status development and active participation in politics and decision-making by the adolescent. He presents six general criteria which could be applied to any alternative program, offering several "pathways to success" and benefit for both teachers and students.

Shane, Harold G., "The Future as a Force in Educational Change." Phi Delta Kappan, 57 (Sept. 1975), 13-15.

Shane, University Professor of Education at Indiana University, Bloomington, outlines a three-stage timetable for societal and educational change in the next twenty years. He predicts that schooling in the 1980's will stress the development of skills and talents, combined with openness and flexibility in a "comfortable socio-emotional atmosphere." Curricula will include environmental science and resource depletion; an international focus in the social studies; mathematics as a means of precise communication; and language as an influence on human behavior. Shane believes that teaching about reality, alternatives, choices and consequences is essential today in order to make the crucial decisions of the future.

Sparks, Dennis, "A Personal View of ALPHA." Educational Leadership, 32 (Nov. 1974), 120-3.

Sparks, a school counselor in Livonia, Michigan, writes of his involvement in the planning and implementing of an alternative learning program for high school students who were "experiencing truancy problems" and for those who were dissatisfied with the traditional high school. Diploma credits were earned by volunteer work in the community, job experience, regular high school classes, independent study and the ALPHA workshop. Sparks feels that the workshop was the core of the project and the key to its success: a required two-hour discussion session daily with students, teachers and counselors, which clarifies goals and values, solves group problems, and provides a meaningful and satisfying experience for all involved in the program.

Tyler, Ralph W., "Reconstructing the Total Educational Environment." Phi Delta Kappan, 57 (Sept. 1975), 12-13.

The future role of education depends upon the changing conditions of American society. Demands for quality education of minority and disadvantaged children, the reduction of work opportunities for youth caused by women entering the work force, and the increasingly important role of television as family and religious ties weaken are examples of these trends in society. Tyler, chairman of the National Commission on Resources for Youth, calls for schools to work with other community organizations in creating a total educational environment which stresses character development, problem solving, ethical values and the transition to adulthood.

Valuk, Robert M., "Educational Alternatives, P. T. A. Style." Phi Delta Kappan, 57 (Jan. 1976), 331-2.

This article deals with a very ambitious after-school elective program funded and operated by the P. T. A. in Orange, Connecticut. Classes are taught by regular teachers, parents, college students, etc., all classified and paid as "school helpers" under the direction of the building principal.

Van Til, William, "Reform of the High School in the Mid-1970's." Phi Delta Kappan, 56 (March 1975), 493-4.

Van Til, Coffman Distinguished Professor of Education at Indiana State University, traces the major reform movements in American education and describes the current focus: reforming the high school. He reports on some of the significant publications on this topic, shows their general criticisms and proposals and makes comparisons and contrasts with earlier and current trends. For example, in contrast with the deschooling movement, some high school reformers suggest only a partial deschooling by providing alternatives, reducing the length of the school day, and lowering the school leaving age to 14. Van Til feels it is possible that our present social setting could prove to be the greatest barrier to high school reform.

Fantini, Mario D., "From School System to Educational System." Phi Delta Kappan, 57 (Sept. 1975), 10-12.

"America is entering an Age of Education. Education will become the dominant coordinating force for society, occupying the same position that science and religion have in the past." Public schools, their function being the screening of individuals for their future success (or failure) in society, will be converted into public education, which will have as its goals "personal psycho-social growth" and the development of skills to perform societal roles such as parent, political participant, and consumer. Fantini feels that we are presently in the first stage of reform, as evidenced by the growing popularity of alternatives in education, the concern for "lifelong learning" and the emphasis upon student and parent rights in education. The second stage will be the further linking of the schools and educational resources in the community.

"Forecasting the Future of Education." Intellect, 102 (Jan. 1974), 210-211.

A summary of discussions that took place between futurists and educators during a one-day seminar sponsored by the Association for Supervision and Curriculum Development. Alvin Toffler called our present educational system "obsolete" and suggested that schools should provide "action learning" experiences such as apprenticeship programs and student involvement in educational decision-making, the community and the political system. Also present to discuss "the inevitabilities of the future" (social, scientific and educational) were, among others: Elise Boulding of the Institute of Behavioral Science at the University of Colorado, who fears that membership in peer groups makes it "impossible... for an adolescent to participate in society as a person, only as a teenager;" Arthur Harkins of the University of Minnesota, who sees schools as a place for "information transference;" and Michael Marien of the World Institute in New York who feels that schools are becoming less important to the individual because of the "hidden curriculum."

Miller, Bernard S., "Brief Trip to the Schools of the Eighties." North Central Association Quarterly, 49 (Spring 1975), 357-64.

Miller, Professor of Education at the City University of New York, looks back at changes in education during the past few decades and sets some goals to work toward before and during the 1980's. Noting that past changes (e.g. integration, student rights, driver education, exposure of sexual biases) have not come from educators, but as a result of students, parents, business, women's groups, civil rights groups and the courts, Miller maintains that future innovations must also involve these groups. In the near future he hopes for totally interdisciplinary curricula, open communication between teachers and parents, development of student individuality, and awareness of the individuality of others, and cooperation between administrators, teachers and students.

Mishler, Glenn W., "Visions for Education... Now." School and Community, 60 (May 1974), 10.

A reply to John Morris' "Visions of Education in 2000 A. D." Mishler, an industrial arts teacher at Miller High School (Missouri), argues that the changes that will take place by the year 2000 will be no more drastic than those that have occurred in the past century. He believes that more time should be spent dealing with the problems of education today (parental apathy; reading inadequacies, etc.) and hopes that the development of individuality will become a priority in education.

Morris, John, "Visions of Education in 2000 A. D." School and Community, 60 (Jan. 1974), 6, 24-5.

Aspects of the future that will influence education are predicted by Morris, principal of Sorrento Springs School (Missouri): public education will be the means for retraining adults for new job skills; business and industry will depend on and support the schools; schools will become community centers; curriculum emphasis will be placed upon human dignity and values; and listening skills will replace reading skills in communication.

Ogburn, William F., "Future Trends in Education." Elementary School Journal, 75th anniversary issue (1975), 94-101.

A reprint of the text of Ogburn's speech at the University of Chicago on July 12, 1939, in which he looked ahead to changing trends in the educational institution. Ogburn, a sociologist, believed that most of these changes would be influenced by outside forces. He predicted a decrease in the number of elementary school students and teachers, and an increase in the number of college students, causing a job shortage. He saw the schools as becoming a major factor in personality development, and emphasized the importance of radio, movies and television as new learning experiences. Ogburn also warned against the dangers of government control of school curricula, censorship and propaganda.

Wilson, Vencil W., "Tomorrow's Schools." School and Community, 60 (Feb. 1974), 44.

Wilson, assistant superintendent of the Poplar Bluffs Public Schools, maintains that education should be a lifelong process, with its goal being the development of "complete human beings." To achieve this, he calls for public education to begin at age three or four; flexible subjects and curricula; alternative sites of learning; greater emphasis on student responsibility; and making the role of the teacher that of a resource consultant.

Bowman, J. S., "Tackling the Environmental Elephant: Teaching Environmental Politics." Social Studies, 67 (March 1976), 57-9.

Tackling the ecological elephant: teaching environmental politics. J. S. Bowman, advocates social studies education in ecological politics. This would necessitate making students aware of the environmental crisis, teaching them about political decision-making, and educating them in the techniques of reforming the policy-making process.

Donaldson, G. W., "Characteristics of Successful Eco-Education Projects." Journal of Physical Education and Recreation, 47 (April 1976), 56-7.

Donaldson outlines ten characteristics of successful environmental education programs. These include having access or owning the land, sharing the experiences of other successful programs, program directors, involving and educating staff, community, and using precise means of evaluating outcomes.

Eriksen, A., "Learning About the Built Environment: Physical Environment." National Elementary Principal, 55 (March 76), 36-41.

The built environment is the man-made environment, including houses, streets, parks, transportation systems, etc. Like Bowman, Erikson advocates an action or reform model in influencing future built environmental decisions.

Porkewitz, T. S., "Myths of Social Science in Curriculum." Educational Forum, 40 (March 1976), 317-28.

Popkewitz analyses the notion of inquiry in the social sciences and concludes that a critical perspective on the process is necessary because it has social and political dimensions.

Schlemmer, Phil, "Zoo School: The Grand Rapids Environmental Studies Program." Phi Delta Kappan, 57 (April 1976), 545-8.

The Grand Rapids, Michigan, Environmental Education program is a good case study of the effective use of a community facility (zoo) and how to integrate its potential into an EE program, as well as an open system of education. The zoo school extends beyond the immediate community environment to include technical assistance from the Indiana University Alternative School Program.

Shiman, David A., and Ann Lieberman, "A Non-Model for School Change." Educational Forum, 38 (May 1974), 441-5.

From 1966 to 1971, Shiman (University of Vermont) and Lieberman (Columbia University) took part in a study of the process of change in eighteen schools in southern California, in which it was determined that actions precede goals, and are often based on a simplistic model of the school. Variables such as the culture and norms of teachers, the classroom teacher's degree of isolation, the leadership style of the principal and the values of the community are factors which must be considered before changes are proposed. The authors call for conceptualizations of the change process, and for principals and consultants who are familiar with the process and can work with teachers in developing effective and relevant changes for meeting the needs of children.

Bernal, E. M., Jr., "Gifted Programs for the Culturally Different." NASSP Bulletin, 60 (March 1976), 67-76.

Bernal emphasized the need to maintain cultural pluralism. It was suggested that 1) curricular modifications be made using different cultural values, 2) accomodate individual learning styles, 3) use tutoring where a bilingual minority child could teach a white student, and 4) the establishment of a learning environment that fosters both academic learning and the expression of self and cultural differences. The program must be built on the strengths of the culturally different gifted learners.

Broudy, Harry S., "Cultural Pluralism: New Wine in Old Bottles." Education Digest, 41 (March 1976), 26-8.

The new cultural pluralism differs from the old - the immigrant groups who had chosen to come to this country - because it is not invoked to liberate or raise the consciousness of ethnic minorities. It also does not always share the traditional ideal of a common culture. Rather, each group makes determination for itself and expects the public schools to facilitate those determinations. In the name of cultural pluralism, there is a tendency to discard the traditional discipline and modes of inquiry - a real disservice to the very groups which are trying to find their own identity. The old kind of cultural pluralism is still needed, where the ideal is unity in diversity.

Cinder, R. and D. Purdom, "Four Dimensions of Openness in Classroom Activities." Education Digest, 41 (March 1976), 41.

Discusses the "Four Dimensions of Openness in Classroom Activities." It establishes a scale to be used as a tool of assessment and planning for the desired degree of openness. The aspects of openness pinpointed are openness of assignment, openness of management (teacher role), openness of process (child's role), and openness of product.

The article is sensible. It provides a very easy and simple way of assessing openness.

Drumm, George B., "The Center for Open Education: A Center Without Walls." Educational Leadership, 33 (March 1976), 441-3.

The Center for Open Education of the University of Connecticut began in 1971 as a teacher center under the leadership of Vincent R. Rogers. In order to expand the Center's impact, its operations were decentralized in 1973, when Rogers and the staff decided to become on-site consultants in elementary schools throughout Connecticut. Drumm, co-director of the Center, describes four programs which have caused large-scale and sustained changes in the schools involved: a center-school partnership for inservice activities to be planned by all school personnel along with a Center consultant; on-site college courses developed by school faculty; a regional inservice program involving six towns cooperating in programs for recertification, inservice credits or college credits; and the series of workshops offered to teachers in the Greater Hartford Area.

Hopkins, Richard L., "Open Schools/Free Schools." School and Community, 60 (March 1974), 28.

Hopkins, of the University of Maryland, outlines the differences between the philosophies of open education and free education. Both allow students freedom in deciding when and how they will learn; a major difference is that, in open education, the teacher has control over what is learned, while in free education it is the student who decides.

Sloan, Fred A., "Open Education American Style." Peabody Journal of Education, 51 (January 1974), 140-6.

Sloan, professor of education at Southern Illinois University, presents a rationale for eight components of open education based on the assumption that children learn "at different rates, in different ways, from different activities and with different people." Team teaching, life-centered activities and discovery learning are examples of the components of open education. A continuum, "Model for Educational Analysis," is included. Sloan suggests that educators use the continuum for plotting a profile of their educational program in order to discover those parts of the program which are compatible or incompatible with the needs or expectations.

Howard, Mary, and Betty Franks, "Children are Natural Futurists." Instructor, 83 (Aug. - Sept. 1973), 68.

Children possess the qualities that are essential in futurists: Imagination, curiosity and a holistic outlook. Alternative futures, the interrelatedness of systems and the inevitability of change must be stressed in programs for teaching about the future. Teachers must create an atmosphere which builds the child's self-image, allows the expression of new ideas and develops a belief in alternative methods of handling every situation, in order to preserve and develop the child's natural futuristic tendencies. Suggestions are offered for activities dealing with the future.

Remer, Jane, "Networks, the Arts, and School Change." National Elementary Principal, 55 (January - February 1976), 42-4.

Remer, program associate for the Arts in Education Program, New York City, suggests that a comprehensive arts-in-education program is an excellent means of improving the quality of education through interaction with artists and interrelations between the arts and all other subjects. An effective way of implementing such a program is within a network of schools, which can increase the possibilities for meaningful educational experiences and exchange of information, and provide a "legitimate power base" for attracting public funds. Remer feels that a network of schools can be an important force in educational change, by providing a model for grouping or pairing of schools in order to plan joint programs, provide training workshops and utilize school and community resources.

Willers, Jack C., "Value Bases for Curriculum Decisions." Peabody Journal of Education, 51 (October 1973), 57-63.

Willers, professor of history and philosophy of education at George Peabody College for Teachers, discusses the theories of society of Phillip Slater, Charles Reich and William Glasser, which emphasize the ideals of self-expression, individuality and cooperation. Willers contrasts the value bases of behavioristic and humanistic psychology in the range of alternatives available in curriculum development. According to behaviorists, individuals have no inner values to direct their own behavior; control of individuals is delegated to specialists --police, priests, therapists, etc. Teacher and curriculum developers are put in the roles of controllers of external stimuli and rewarders for the acceptance of behaviors imposed by society. Carl Rogers, representative of the humanistic approach, believes that the individual who is able to choose his/her own values in an environment of respect and freedom will choose goals which promote his/her own survival and development and the survival and development of others. Teachers and curriculum developers are given the task of providing experiences and environments which promote the realization of self-worth as the basis for free choice of individual values.

Wynne, Edward, "Teaching About Cooperation and Competition." Educational Forum, 40 (March 1976), 279-88.

Recognizing that grade-based competition is often unrewarding and meaningless to the student, Wynne, associate professor of education at the University of Illinois, suggests that educators should be more concerned with developing "reward structures" than with evaluating student output. In an experiment on grading by student committees in an undergraduate college class, Wynne observed that students lack skills in cooperative planning and in giving help to, and seeking help from, other students. He notes the contradictory roles of competition and cooperation in society, and calls for in-school changes to lessen teacher and student specialization in school and increase student interaction through tutoring, school organizations and community services.

Best, John K., "A Means of Measuring Teacher Participation in Decision-Making." Clearing House, 49 (Sept. 1975), 26-7.

As part of a study connecting decision-making and teacher morale, Best, secondary school principal at Margaretville, New York, devised a simple testsfor discovering teacher participation in areas of decision-making that are preferred by the teachers themselves. Teachers are given a list of decisional situations (such as faculty hiring, salaries, budgets, etc.), and asked to indicate the activities they are involved in, and whether they want to be involved in each. From this information, the frequency of teacher participation in decision-making can be determined, and administrators can evaluate teacher preferences in terms of their own expectations about teacher involvement in decisional situations.

Stanton, H. E., "Teacher Education and the "Good Teacher." " Educational Forum, 38 (Nov. 1973), 25-30.

Research results clearly show that there exists no essential relationship between teacher effectiveness and any single overall pattern of teacher conduct. Stanton discusses implications of this for teacher education. He demonstrates the weakness in competency-based teacher education which trains teachers as technicians, and gives two examples of university teacher education programs addressed to personality factors. He presents the problems of implementation of such programs and cites the thinking of Ryan and Rogers which supports such programs.

Brimm, J. and D. J. Tollett, "How do Teachers Feel about Inservice Education?" Educational Leadership, 31 (March 1974), 521-5.

This study sought to identify the types of inservice education currently practiced throughout Tennessee, and to ascertain teachers' attitudes toward inservice programs. The authors found that teachers desire individualized inservice education, wish to retain some group inservice, want to be involved in the development and evaluation of inservice programs, and want inservice to help them upgrade their classroom performance.

Corrigan, Dean C., "The Future: Implications for the Preparation of Educational Personnel." Journal of Teacher Education, 25 (Summer 1974), 100-7.

The rapid rate of changes in technology and human interaction will necessitate changes in learning requirements. To meet these requirements, Corrigan, dean of the College of Education at the University of Vermont, outlines ten types of "teaching specialties" that form teaching teams of specialists. Teacher education in the future must emphasize "the value of the personalization of instruction and learning." Corrigan suggests a method method for reforming schools and colleges, and stresses the need for redefining educational leadership.

Fuller, Francis F., "A Conceptual Framework for a Personalized Teacher Education Program." Theory Into Practice, 13 (June 1975), 112-122.

Conceptual framwork articulates the components or steps of goal-setting and implementation procedures tailored to individual learner's need. Assessing concerns, assessment, interpretation, feedback, confrontation and negotiation are discussed. Teachers will change their behavior in a predictable manner.

Hoffman, Jonathan, "Administrator's Role in Opening up the Classroom." School Management, 17, (April 1973), 12, 16-18.

Hoffman reports an interview with George Gustafson of California which addressed the teacher surplus, development of quality teacher education programs, the role of higher education, tenure, and other topics. Gustafson feels that higher education must take on more responsibility for inservice training of teachers.

Houmes, Gary, "Revitalizing Inservice Training for Changes." Educational Technology, 16 (Dec. 1975), 33-6.

Mr. Houmes emphasizes the importance of the success of inservice training in order to effect change in teachers' behaviors. Success hinges upon whether or not training and its direction is cooperatively owned or not. A checklist for planning is provided which will help ensure success. Mutual ownership includes 1) circulation of important literature, 2) establishment of a formal teacher-administrator core group, 3) process through which non-core members may be heard, and 4) encouragement of informal discussion of topic.

Joyce, Bruce R., "Learning Strategy for Learning Centers." Educational Leadership, 32 (March 1975), 388-91.

The major emphasis of the article dealt twith the four families of learning theories. They are social interaction, informational processing, the individual person, and behavior modification, these families defined, discussed and applied to the psychology of the student. The article never discussed learning centers from a practical standpoint. As to how they work and facilitate learning, or how they work in the classroom, the article is silent.

Judd, Charles H., "The Training of Teachers for a Progressive Educational Pro-Program." Elementary School Journal, 75th anniversary issue (1975), 78-85.

Judd outlines most of the sins progressive educators claim that traditional teachers have been committing for years. Says logic and common sense has gone into the construction of traditional teaching techniques. Includes examples.

Orlich, Donald C., and others, "Where Do Elementary School Leaders Learn About Curricula?" Phi Delta Kappan, 57 (April 1976), 552.

Results of a 1975 survey given to 301 elementary school principals show that publishers are considered the "best source" for information about instructional materials; conferences, workshops, curriculum coordinators and professional literature were also identified as sources. A monograph is available on further results of the study.

Price, William O., Jr., and Michael G. Pasternak, "Alternative Teachers: "I'll Take All You Can Send Me!" " Educational Leadership, 32 (Nov. 1974), 102-4.

Price (Murray State University, Murray, Kentucky) and Pasternak (University of North Carolina - Charlotte) write that the teacher surplus allows school administrators to choose the best teachers to suit the diverse educational environments in the community. The authors believe that alternative teacher education must include training not only for functioning in the alternative classroom, but the skills for creating them. A survey of school superintendents shows that most of the administrators want and need alternatives within their schools, and would hire teachers who could function in an create alternative learning environments. The authors offer five recommendations for teachers who are completing alternative teacher education programs, and for school administrators who are looking for teachers with the desired skills.

Roeder, Harold H. and others, "What Johnny Knows That Teacher Educators Don't." Journal of Research and Development in Education, 7 (Fall 1973), 3-10.

"What Johnny Knows" is that a serious gap exists between what teachers need to know about teaching reading, and what teacher education institutions are teaching about reading. A survey of 1975 colleges and universities shows that 89% of the elementary curricula required at least one course in teaching reading, but that the majority of the secondary curricula did not require such a course. Results of the survey are summarized in a table, "Specific methods and requirements for classroom teachers." The authors believe that major changes are taking place, as evidenced by recent legislation in some states requiring reading methods and teaching reading courses, and stress the importance of acquiring skills in teaching reading.

Palmer, R. A., "Change and the Teacher: Imperatives for the Future." Teacher Educator, 10 (Winter 1974-5), 5-9.

Palmer, assistant professor at Northern Illinois University, believes that modifications in the role and responsibilities of teachers are essential if meaningful changes are to take place in the schools. Teachers must be actively involved in developing new roles, and in the decision-making process. Changing the teacher role to that of facilitator will change student attitudes toward school and provide opportunities for responsible and productive actions on the part of the students. In order to revitalize the teaching profession, teachers could use their skills, in position such as "learning engineer," "research specialist," and "curriculum associate," each of which has implications for professional movement and development.

Rubin, Louis J., "Matching Teacher, Student and Method." Today's Education, 62 (Sept. - Oct. 1973), 31-4.

Rubin first establishes that no one teacher can fulfill the needs of all students. He postulates that a way of alleviating problems that arise when one teacher must relate to all students is by matching teacher, students, and method for compatibility. In an attempt to determine the feasibility and results of doing this, Rubin and his associates defined teaching and learning styles on the basis of anxiety measures, and matched teachers and students to an appropriate social studies curriculum. He explains the use of anxiety measures as a determiner of style, points out inadequacies in his study, and discusses the results. He concludes that good teachers will overcome any handicap they meet, that teachers and students have different personal goals within the schools, and that teachers have preferences for specific styles. Rubin encourages the profession to try to match teacher, students and method.

Yanoff, Jay and Michael Bennett, "Team Schemes: A Tool for Planning and Supervising." Clearing House, 49 (Sept. 1975), 40-43.

The authors, staff members at Pennsylvania Advancement School, Philadelphia, conceptualize the roles of teachers and administrators in planning, implementing and evaluating team teaching in open classrooms. In this "team scheme," teachers are free to determine curriculum, materials and instructional style, while the administrator or supervisor is involved primarily in staff training. Yanoff and Bennett detail the responsibilities and goals of teaching teams and their supervisors in each phase of the plan, and list the advantages and problems of the team scheme.

PART II

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